

## **Building Level Team (BLT) at JDMS**

Note: This is a summary of information related to the Building Level Team compiled from the district's document "The Building Level Team," the district's document "Plan for Shared-Decision Making," and minutes of the JDMS BLT.

The Jamesville-DeWitt School District believes the critical decisions that determine our course of action must be shared by a broad base of stakeholders representing the total school community. This *shared decision-making* structure is based on the belief that the processes of decision-making and communication are interactive and inextricably linked.

Planning and implementing actions to be taken in the building as they relate to directions and policy set at the District level is the major role of the Building Level Team. It is the decision-making body for building-related issues such as the building staff development program, the building code of conduct, establishing criteria for the structure of the school day, and school environment issues. These decisions will be made based upon ongoing communication with parents, teachers, and administration. The team provides input to the principal on decisions as they relate to school schedule, co/extra curricular activities, building discipline, and budget development. The team provides input to the District on issues being addressed by the Steering Committee.

### **Responsibilities**

A. Set building direction for:

1. School environment
2. Building code of conduct
3. Building staff development

B. Strategic planning for the improvement of education within the school building including such issues as:

1. School schedule
2. Co/extra curricular activities

3. Building discipline
4. Structure of the school day
5. Budget development

C. Provide input to the building principal on school-related issues.

D. Establish and maintain ongoing two-way communication with all constituent groups.

E. Build support and ownership for decisions; facilitating implementation.

F. Foster innovation, creative thinking, and meaningful problem-solving through a team approach.

## **Membership**

### A. Membership

1. Administrator (1)
2. Faculty members (includes assistants, nurses, and support staff) (8-10)
3. Non-instructional Staff (includes administrative assistants, aides, custodial, and cafeteria) (1)
4. Parents (4)
5. Students (optional) (2)

B. Selection: Each constituent group will determine the process by which members are selected.

### C. Term:

- All terms are two years, running from July to July
- New appointments will occur each June

### D. Meetings

- Regular meetings are the first Tuesday of the month from 3:00 to 4:00 pm; additional meetings may be scheduled as needed

## **Decision-Making Process**

Decisions will occur by **consensus** (a systematic process used by a group to make decisions which everyone can support. A decision has been reached when (1) all group members agree to actively support the decision though it may not be everyone's first choice; (2) everyone is committed to the decision as if it were the first choice of all group members; (3) each participant agrees that s/he has had an equal opportunity to influence the decision; (4) no one raises an objection when the group leader calls for consensus approval of the decision; (5) any disputes that cannot be resolved will be referred to the District Steering Committee for discussion.

## **Accountability**

Actions of the BLT will be reported to the District Steering Committee and to its constituent groups.

## **Coordination of State and Federal Requirements for Parental Involvement**

The building principal will communicate and coordinate any statutory requirement for parental involvement as necessary.

## **Examples of JDMS BLT Subcommittees**

- Scheduling/Structure of the school day
- Positive Youth Development/Student Conduct
- School Environment
- Activities
- Professional Development
- Budget

## **Examples of issues addressed by the JDMS BLT**

- Gather and discuss information related to moving to a block schedule
- Explore alternative models or approaches to positive youth development/character education
- Review applications for Teacher Center grants prepared by JDMS faculty
- Gather, review, and discuss survey data collected from students, faculty, and parents

- Use survey data and education research to guide actions and decisions